R E P O R T R E S U M E S

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GUIDELINES FOR VOCATIONAL EDUCATION PROGRAMS IN NEBRASKA PUBLIC SCHOOLS.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN
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PROCEDURES WHICH LOCAL PUBLIC SCHOOLS MUST FOLLOW FOR PARTICIPATION IN PROGRAMS AUTHORIZED UNDER FEDERAL VOCATIONAL EDUCATION ACTS ARE PRESENTED. THE GUIDELINES COVER (1) STATE ORGANIZATION, (2) PROGRAM OF VOCATIONAL INSTRUCTION, (3) ANCILLARY SERVICES AND ACTIVITIES, (4) CONSTRUCTION WITH SPECIFIC APPLICATION TO AREA VOCATIONAL SCHOOLS, (5) A WORK-STUDY PROGRAM, (6) FINANCIAL PARTICIPATION, (7) VOCATIONAL GUIDANCE AND COUNSELING, AND (8) SPECIFIC PROGRAMS SUCH AS AGRICULTURAL EDUCATION, VOCATIONAL DISTRIBUTIVE EDUCATION, VOCATIONAL HOME ECONOMICS, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL BUSINESS AND OFFICE EDUCATION, HEALTH OCCUPATIONS EDUCATION, TECHNICAL EDUCATION, DIVERSIFIED OCCUPATIONS EDUCATION, AND SPECIAL VOCATIONAL NEEDS. OBJECTIVES, OCCUPATIONS TO BE SERVED, INSTRUCTION, SUPERVISED EXPERIENCES, QUALIFICATIONS OF TEACHERS AND LOCAL SUPERVISORS, FACILITIES, AND OTHER RELEVANT TOPICS ARE GIVEN FOR EACH OF THE EDUCATIONAL PROGRAMS. A LIST OF APPLICATION AND CLAIM DATES IS INCLUDED. (MS)

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Bulletin #1

July, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GUIDELINES FOR VOCATIONAL EDUCATION PROGRAMS IN NEBRASKA PUBLIC SCHOOLS

State Department of Education
Division of Vocational Education
10th Floor, State Capitol
Lincoln, Nebraska 68509

VT 01696

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and
STATE BOARD OF VOCATIONAL EDUCATION

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P R E F A C E

The Vocational Education Acts enacted by the Congress of the United States are designed to strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the nation.

It is the purpose of these Acts to authorize Federal grants to States to assist them to maintain, extend and improve existing programs of vocational education and to develop new programs of vocational education. The objective is that all persons of all ages in all communities in the State will have ready access to vocational training or retraining which is of high quality, realistic in the light of actual or anticipated opportunities for gainful employment, and is suited to their needs, interests, and abilities to benefit from such training.

The Nebraska State Plan, a contractual arrangement with the U. S. Office of Education, permits the State Board of Vocational Education to participate in the various vocational Acts.

This publication, which sets forth procedures local public schools must follow for participation in the programs, was developed in cooperation with public school administrators in workshops conducted throughout the State. These guidelines are for fiscal year 1967, but will be reviewed and/or revised as necessary to meet the emerging needs of subsequent years.

NOTE: CHANGES CAN BE MADE IN FEDERAL REGULATIONS UP TO JUNE 30, 1966. IF ANY CHANGES ARE MADE WHICH ARE CONTRARY TO THESE GUIDELINES FOR FISCAL 1967, SCHOOLS WILL BE IMMEDIATELY NOTIFIED.

SECTION I

GENERAL PROVISIONS

I. STATE BOARD

The State Board of Vocational Education which in Nebraska is also the State Board of Education, is the sole agency responsible for the administration of the State Plan and for the supervision of the administration thereof by local educational agencies and has all necessary power to cooperate with the U. S. Office of Education in the administration of the State Plan.

II. STATE ADMINISTRATION

The Nebraska Commissioner of Education is the Executive Officer of the State Board of Vocational Education. The Assistant Commissioner of Education in charge of Vocational Education is responsible for administering the vocational education programs organized in cooperation with public education agencies. He administers the policies approved by the State Board for the organization and operation of vocational education programs functioning under the direction of the State Board.

III. COOPERATIVE ARRANGEMENT WITH THE STATE EMPLOYMENT SERVICE

The State Board has entered into a cooperative agreement with the Nebraska Division of Employment, which involves both the Employment Service section and the Research and Statistics section. This cooperative agreement will be at the State level, with an understanding on the part of both agencies that they will encourage the local schools and local employment service offices to develop such cooperative agreements locally as will meet the problems of their respective communities.

IV. LOCAL DIRECTORS AND SUPERVISORS

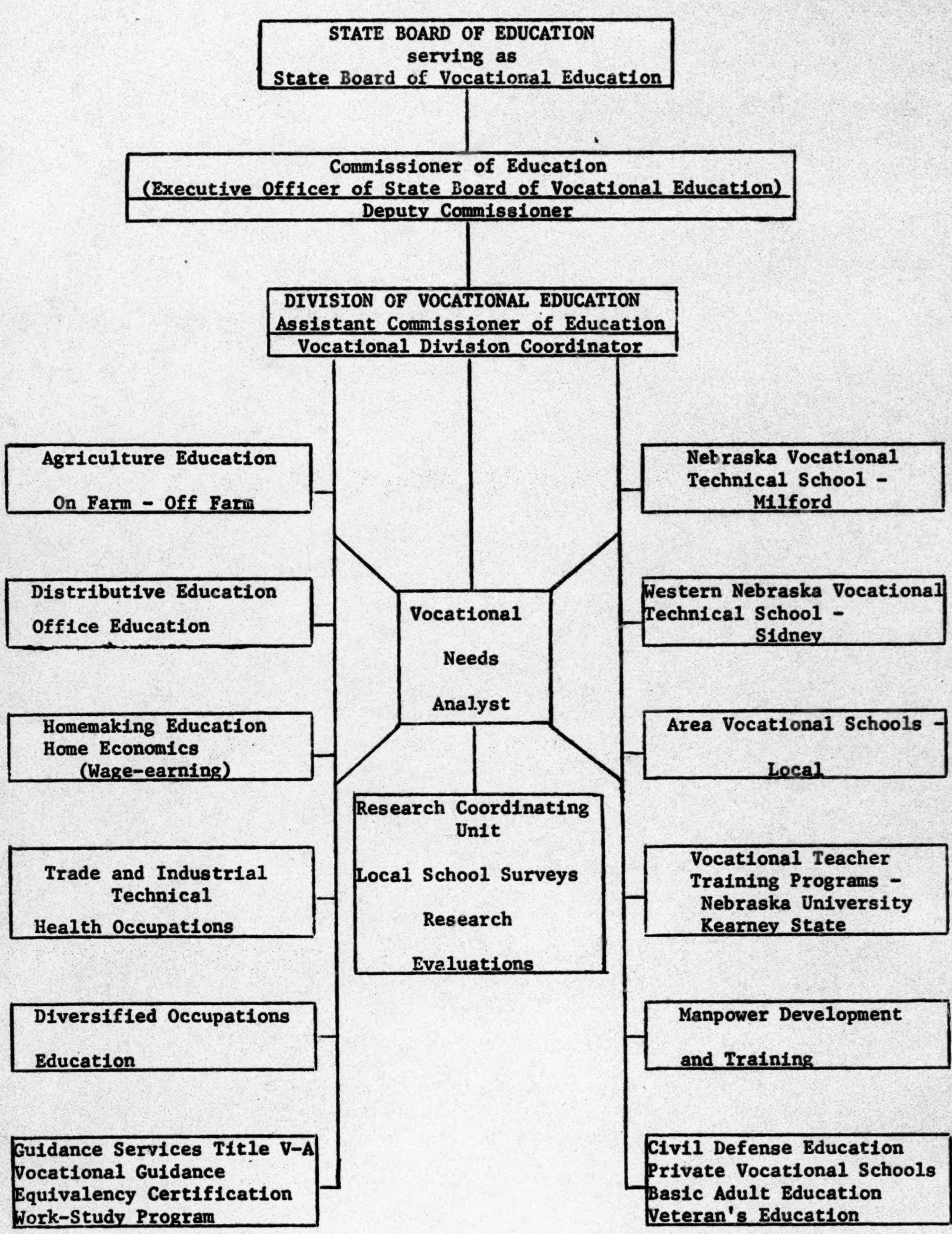
If a community feels their vocational education program has developed to the point that there is a need for a local director and/or supervisor, they should contact the Division of Vocational Education, State Department of Education for further information.

V. REPORTS

Local participating schools will engage in periodic consultations with the Assistant Commissioner and his staff, and will make such reports to the Division of Vocational Education as may be necessary to carry out the responsibilities under the Acts, keep such records, afford such access thereto, and comply with such other provisions as may be necessary to assure that such reports are correct and verifiable.

VI. VOCATIONAL EDUCATION DIVISION SERVICES

See Organizational Chart on following page.


STATE BOARD OF EDUCATION
serving as
State Board of Vocational Education
Commissioner of Education
(Executive Officer of State Board of Vocational Education)
Deputy Commissioner
DIVISION OF VOCATIONAL EDUCATION
Assistant Commissioner of Education
Vocational Division Coordinator
Agriculture Education
On Farm - Off Farm
Distributive Education
Office Education
Homemaking Education
Home Economics
(Wage-earning)
Trade and Industrial
Technical
Health Occupations
Diversified Occupations
Education
Guidance Services Title V-A
Vocational Guidance
Equivalency Certification
Work-Study Program
Vocational
Needs
Analyst
Research Coordinating
Unit
Local School Surveys
Research
Evaluations
Nebraska Vocational
Technical School -
Milford
Western Nebraska Vocational
Technical School -
Sidney
Area Vocational Schools -
Local
Vocational Teacher
Training Programs -
Nebraska University
Kearney State
Manpower Development
and Training
Civil Defense Education
Private Vocational Schools
Basic Adult Education
Veteran's Education

SECTION 2

PROGRAM OF VOCATIONAL INSTRUCTION

I. PERSONS TO BE SERVED

A. Secondary--Vocational education for persons attending high school. The objective of this program is to provide instruction designed to meet the vocational needs of students preparing to enter the labor market. This program may be offered in comprehensive high schools, vocational high schools or area vocational schools as classroom, shop, field, laboratory and/or cooperative classes of instruction. The curricula offered will be based on the vocational objectives of the students enrolled and will be realistic in the light of actual or anticipated opportunities for gainful employment, Both group and/or individual instruction will be utilized to meet these objectives.

B. Postsecondary--Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market. Such instruction may be offered by any educational institution which is under public supervision and control.

C. Adult--Vocational education for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. Such instruction may be either preparatory or supplementary to the student's daily employment. Such instruction may be offered, through classroom, shop, field, laboratory and/or cooperative classes, by any educational institution which is under public supervision and control. The curricula offered will be based on the vocational objectives of the students enrolled and will be realistic in the light of actual or anticipated opportunities for gainful employment, stability or advancement. Both group and individualized instruction may be utilized to meet these objectives.

D. Special--Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs. Such special programs may involve secondary, postsecondary, or adult programs of instruction. The curricula will be adjusted to meet the special needs of the persons enrolled. Incorporated in the curricula may be instruction designed to correct those educational deficiencies or handicaps which prevent these persons from benefiting from a regular program of vocational instruction.

E. See Section 8.3 for special provisions for USEFUL employment in home-making education.

II. OCCUPATIONS TO BE SERVED

Instruction may be given in any occupation which is not generally considered to be professional nor which requires a baccalaureate or higher degree.

III. OBJECTIVE OF INSTRUCTION

Vocational instruction shall include training or retraining for those preparing to enter a recognized occupation upon the completion of instruction, and for those who have already entered an occupation but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment. When supported by funds provided under the 1963 Act, vocational instruction shall be designed only to fit individuals for gainful employment. (This excludes homemaking but includes wage-earning occupational training in home economics. See Section 8.3, III) All students receiving vocational instruction in preparatory classes must have an occupational objective which is a matter of record retained at the local level and subject to State Department review. This occupational objective may be either employment in a specific recognized occupation or in a cluster of occupations in an occupational field.

IV. SELECTION OF STUDENTS

Individuals will be admitted for enrollment in classes and provided instruction for each type of occupation or occupational field on the basis of their potential for achieving competence in the occupation or occupational field through such instruction. Extensive aptitude testing is highly recommended for selection and placement in classes.

V. DURATION AND INTENSITY OF INSTRUCTION

The program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained. The length of class periods must be in accordance with the standards of the North Central Association. (See Section 8 for time requirements in specific areas.)

VI. SUPERVISED PRACTICAL EXPERIENCE

A. The program of instruction will combine and coordinate related instruction with field, shop, laboratory, or other occupational experience which (a) is appropriate to the vocational objective of the students; (b) is of sufficient duration to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained; and (c) is supervised, directed, and/or coordinated by a qualified person. (See special requirements in Section 8.)

B. Apprenticeship Programs

Vocational instruction will be provided to apprentices supplemental to their training on the job as described in 8.4.

C. Cooperative Work Experience

Cooperative work experience for persons enrolled in a school who receive part-time vocational instruction in the school and on-the-job training through part-time employment shall be through a cooperative arrangement between the school and the employers. Such classes must

be organized through cooperative arrangements (preferably in writing) between the schools providing vocational instruction to student-learners in the class and the employers providing on-the-job training through part-time employment of such student-learners. Such arrangements shall provide for:

1. The employment of student-learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of such student-learner for private gain;
2. An organized program of training on the job;
3. A plan of regularly scheduled employment;
4. One regular class period per day of related instruction;
5. One regular class period per day of released time for supervised work experience;
6. A minimum of ten hours of employment per week during the school year
7. Student-learners shall be paid a wage comparable to the beginning wage paid for that occupation in that community, and
8. There must be credit recognition for proficiency in on-the-job assignments.

VII. ADEQUATE FACILITIES, EQUIPMENT AND MATERIALS

Classrooms, libraries, shops, laboratories, and other facilities (including instructional equipment; supplies, teaching aids, and other materials) will be adequate in supply and quality to meet the standards approved by the State Board so that such facilities enable those who are to be trained to meet the occupational objective for which the education is intended.

VIII. QUALIFIED TEACHERS AND SUPERVISORS

The program of instruction will be conducted and supervised by qualified teachers and supervisors meeting the qualifications in Section 8.

IX. YOUTH ORGANIZATIONS

A. When the activities of vocational education youth organizations complement the vocational instruction offered, such activities will be supervised by persons who are qualified as vocational education teachers or supervisors.

B. Supervision of a vocational youth organization by qualified vocational education personnel will be considered a legitimate use of reimbursable vocational time.

SECTION 3

ANCILLARY SERVICES AND ACTIVITIES

Ancillary services, under the Vocational Act of 1963, is a separate purpose and must be matched independently by State and/or local funds. Included are State administration and supervision, State and local vocational guidance and counseling, teacher education, research, and evaluation. Of special concern to local schools are the following:

I. VOCATIONAL GUIDANCE AND COUNSELING

For specific details of reimbursable expenditures, see Section 7.

II. EVALUATION

The staff of the Vocational Education Division shall, as a matter of policy, carry on a regular plan of supervisory and consultative visits to local programs of instruction to evaluate the effectiveness of such programs, and to determine whether the standards of the State Division of Vocational Education are being met. On the basis of such determination, necessary program changes will be recommended. Annual reports of local program evaluations will be required by the Division of Vocational Education. Such evaluation of each program of instruction will be made continuously on the local level with the results being used for necessary change or improvement in the program through experimentation, curriculum improvement, teacher training and other means.

SECTION 4

CONSTRUCTION

I. Funds for construction are available only to schools designated by the State Board of Vocational Education as an Area Vocational Education School.

A. An Area Vocational Education School must meet one of the following criteria:

1. A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market.

2. The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market.

3. A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.

4. The department or division of a junior college or community college or university which, under the supervision of the State Board, provides vocational education in no less than five different occupational fields leading to immediate employment but not leading to a baccalaureate degree.

B. An Area Vocational Education School shall be available to all residents of the State or an area of the State designated and approved by the State Board. In the case of a technical or vocational school described in (3) above or a department or division of a junior college or community college or university described in (4) above, such school must admit as regular students both persons who have completed high school and persons who have left high school.

C. It is suggested that communities interested in establishing Area Vocational Education Schools should seek detailed information from the State Division of Vocational Education such as:

1. The contribution to be made to the vocational education needs of people.

2. Its relationship to other such facilities in the State.

3. The relative number of persons to be benefited.

4. The geographic area to be served.

5. The relative need for the type of school (high school, posthigh school, etc.) to be established or improved.

6. The relative need for the type of facility (classrooms, libraries, shops, etc.) to be constructed or improved;

7. The need and opportunity for persons trained in the occupations or occupational areas to be offered in the facility in relation to the total training needs and employment opportunities in the area and elsewhere;

8. The probable sequence of the availability of matching money;

9. That State and local building codes and requirements will be met before approval of the project is given and financial support is made available;

10. That the facility will be functional and meet the needs of those persons and communities to be served, and will not be uneconomic or elaborate and extravagant in design;

11. That sufficient funds are available to meet the State and local share of the cost of constructing the facility;

12. That sufficient State and local funds will be available when construction is completed for effective use of the facility for the purposes for which it is being constructed;

13. That the interest in the land on which the facility is located is sufficient to assure undisturbed use and possession for the purpose of construction and operation of the school facility covered in the project during the expected usable life of such facility;

14. That representatives of the U. S. Office of Education and such other persons as the Commissioner may designate will have access at all reasonable times to the project wherever it is in preparation or progress, and the contractor shall provide proper facilities for such access and inspection; and

15. That all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the 1963 Act, will be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act (Act of March 3, 1931, P.L. 798, 71st Congress, 46 Stat. 1494 as amended, 40 U.S.C. 276a-276a-5) and 29 CFR Part I, (See 29 F.R. 95); and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (P.L. 87-581, 76 Stat. 357, 40 U.S.C. 327-332), that such contractors and subcontractors shall comply with the provisions of 29 CFR Part 3. (See 29 F.R. 97), and that all construction contracts and subcontracts shall incorporate the contract clauses required by CRFR 5.5 (a) and (c) (See 29 F.R. 100,101).

SECTION 5

WORK-STUDY PROGRAM

I. OBJECTIVE OF THE WORK-STUDY PROGRAM

The work-study program is designed to provide part-time employment for youths who need the earnings from such employment to continue their vocational training.

II. ADMINISTRATION

The State Board is the sole agency for administration of the work-study program and for supervision of the administration thereof by a local educational agency. The State Board requires prior approval of expenditures by local Boards of Education to determine that requirements in Federal regulations will be met. During fiscal 1967, 75 percent reimbursement will be made to schools for compensation of students employed in approved work-study programs.

III. ELIGIBLE STUDENTS

Employment under the work-study program shall be furnished only to a student who:

A. Has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1963 Act.

1. Interpretation: This means that only programs designed to train students for gainful (wage-earning) employment meet the standards necessary for student participation in the work-study program. All vocational programs in Nebraska, approved for reimbursement, meet the standards of the 1963 Act with the exception of vocational homemaking education, which is designed to prepare students for useful (home and family living) employment rather than gainful (wage-earning) employment. Homemaking students are not eligible for participation in the work-study program. Students enrolled in a home economics related occupation program, a program designed to prepare students for gainful (wage-earning) employment in occupations using home economics knowledge and skills and funded under the Vocational Education Act of 1963, are eligible to participate in the work-study program.

B. Is in need of the earnings from such employment to commence or continue his vocational education program, and

C. Is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work-study program.

IV. LIMITATION OF HOURS AND COMPENSATION

No student shall be employed more than 15 hours in any week during which classes in which he is enrolled are in session, or for compensation which exceeds $45.00 per month or $350.00 per academic year, unless the student is attending a school which is not within reasonable commuting distance from his house, in which case his compensation may not exceed $60.00 per month or $500.00 per academic year.

V. PLACE OF EMPLOYMENT

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (Federal, State or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

VI. MAINTENANCE OF EFFORT

In each fiscal year during which the work-study program remains in effect the local educational agency will expend for employment of its students an amount of local funds (in addition to those required for matching Federal funds) that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding that in which the Plan provisions for its work-study program are approved.

VII. APPROVAL OF WORK-STUDY PROGRAMS

A. Application by Local Educational Agency

Local schools may be eligible for reimbursement from Federal funds only after their application for approval has been reviewed and approved by the State Board.

B. Action by State Board

Reimbursement shall be made to local schools on the basis of a notarized claim for reimbursement. Such supporting evidence as required by the State Board shall accompany the claim.

C. Criteria for Determining Relative Priority for Projects

Priorities for establishment of work-study programs will be determined by the State Board. Priorities will be given to applications submitted by local educational agencies serving communities having substantial numbers of youth who have dropped out of school or who are unemployed, and which are providing other related services designed to achieve the purposes of the work-study program, namely keeping needy students in school. Provision will be made (insofar as financial resources are available) for the undertaking of such programs in the order determined by the application of such principles. Where necessary, date of receipt of application will be considered.

SECTION 6

FINANCIAL PARTICIPATION

I. FISCAL RECORDS

The State Board of Vocational Education must maintain in its State office a current file of all applications for approval, instructor's work schedules enrollment reports, instructor's qualifications, and claims for reimbursement in support of each school's claim for reimbursement. Requested records must be submitted to the State Division of Vocational Education as a basis for reimbursement.

II. PAYMENT OF FUNDS TO LOCAL EDUCATIONAL AGENCY

The claim of a local Board for reimbursement shall be made only on authorized forms provided by the State Division of Vocational Education. They shall be based on previously approved applications and subject to submission of all required reports in support thereof. In accordance with State law, all funds available for reimbursement will be prorated among all approved programs.

III. DETERMINATION OF FISCAL YEAR'S ALLOTMENT TO WHICH EXPENDITURES ARE CHARGEABLE

Reimbursements to local Boards of Education are limited to their actual expenditures made during a period from July 1 through June 30 of the fiscal year. Claims for reimbursement for the fiscal year ending June 30 must be submitted to the State Division of Vocational Education on or before July 5.

IV. PRORATION OF COSTS

Proration of vocational costs for local vocational instruction shall be determined by duly submitted teacher work schedules and supporting applications and claims for reimbursement.

V. ALLOWABLE EXPENDITURES

A. Salaries of Vocational Education Personnel

Expenditures may be made for salaries of professional vocational education personnel for time spent in vocational education programs and services.

B. Instructional Equipment

Funds may be used for the acquisition of instructional equipment for approved programs of vocational instruction. This excludes homemaking but includes wage-earning occupational training in home economics (see Section 8.3, III). (Applications for approval to purchase equipment must be in the State office by October 1.)

C. Special

Schools will be notified of additional expenditure involving special situations.

VI. DISPOSITION OF EQUIPMENT

Whenever items of equipment, each initially costing $100.00 or more, in which the United States Government has participated, are sold or no longer used for purposes permitted under the Acts, it is agreed that the United States Government is to be credited with its proportionate share of the value of such equipment at that time, the value being determined on the basis of the sale price in the case of a bona fide sale or the fair market value in the case of discontinuance of use for a vocational education purpose or other diversion. Inventories and records must be kept for all items of equipment costing $100.00 or more. The local school assumes responsibility for having available information sufficient for a determination of whether such equipment continues to be used for a purpose provided for under the Acts.

SECTION 7

VOCATIONAL GUIDANCE AND COUNSELING

I. VOCATIONAL GUIDANCE OBJECTIVES

Vocational guidance and counseling is a function performed by a qualified counselor, whereby a student is provided with the information necessary for realistic vocational planning, is guided in the formulation of a tentative plan, and is aided in occupational placement.

II. DUTIES OF COUNSELORS

A. Counsel with students to accomplish the following objectives:

1. Identify and encourage the enrollment of students for vocational education;
2. Provide students with up-to-date occupational information necessary for realistic vocational planning;
3. Assist students while pursuing a vocational education program, and
4. Assist students in occupational placement.

B. Conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

III. ELIGIBILITY FOR PARTICIPATION

A. In order for a school to be eligible for reimbursement under this plan, the school must participate in a reimbursable program of vocational education.

B. A school must provide for a guidance and counseling and testing program that would meet the criteria as set forth in the NDEA V-A requirements.

C. Facilities for implementing the guidance and counseling and testing program shall meet the following criteria:

1. A counseling office separate and apart from a regular classroom, designed to provide privacy, and conveniently located for easy accessibility by students, parents, teachers and administration;
2. Reception-waiting-work room designed to accommodate small groups of people;
3. Testing-consulting room designed for group guidance, group testing, orientation activities;
4. Storage space for the safe keeping of test materials, records;
5. Office furniture and equipment such as desks, chairs, file cabinets, telephone, electrical outlets, typewriter, bulletin board, pamphlet display rack, bookcase and shelves necessary to assist the counselor in the performance of his responsibilities;
6. Materials shall include cumulative records, educational and occupational materials, standardized testing materials;
7. Booklets and pamphlets of personal, social and emotional development;
8. Tape recorder, and
9. Professional secretarial assistance.

D. The secondary school counselor shall also have access to:

1. A record player;
2. A movie projector and screen;
3. An overhead projector, and
4. Duplicating equipment for reproduction of records, etc.

IV. QUALIFICATIONS OF COUNSELORS

A. Counselors shall hold a valid Nebraska teaching certificate and shall have completed at least twelve semester hours of college credit from among the following guidance areas, including three semester hours of Counseling Techniques:

1. Basic Courses - Principles and Practices of Guidance, Foundations of Guidance, Guidance Services;
2. Testing - Educational Measurements and Evaluation, Individual Mental Measurements, Techniques of Evaluation;
3. Environmental Opportunities - Occupational and Educational Information, Information Service in Guidance, Socio-Economic Information in Guidance;
4. Counseling - Techniques of Counseling, Counseling Practices, Counseling Practicum;
5. Administrative - Organization and Administration of Guidance Services, Coordination of Personnel and Guidance Services, Techniques of Guidance, and
6. General - Group Guidance, Guidance in the Elementary School, Guidance Seminars and Workshops.

B. Counselors shall have completed at least six semester hours of college credit from among the following guidance-related areas:

1. Psychology - General, Abnormal, Social;
2. Sociology - Personality and Social Adjustment, Principles of Sociology;
3. Statistics and Research - Statistical Methods, Research Techniques;
4. Educational Psychology - Mental Hygiene, Advanced Educational Psychology, Psychology of Learning, Theories of Personality;
5. Human Growth and Development - Child Psychology, Adolescent Psychology, Psychology of Individual Differences, Group Dynamics, &
6. Exceptional Children - The Gifted, The Maladjusted, The Mentally Retarded, The Physically Handicapped.

C. The counselor-pupil ratio shall not be less than the minimum standards as set forth in the Accreditation Standards for the Approval and Accreditation of Nebraska Schools.

V. REIMBURSABLE CATEGORIES OF EXPENDITURE

A. The State Educational Agency may reimburse the local educational agency for the following categories of expenses incurred in the process of fulfilling the vocational guidance function.

1. The purchase and maintenance of occupational guidance publications and materials. These materials shall involve occupations which do not require a baccalaureate degree.
   a) Books
   b) Pamphlets
   c) Occupational information kits
   d) Films
   e) Filmstrips
   f) Tapes
2. Tests for the purpose of identifying the vocational aptitudes of students.
   a) Occupational aptitudes
   b) Vocational interest inventories
   c) (see approved list of tests)
3. Materials necessary for the administration, scoring, and interpretation of vocational aptitude tests and vocational interest inventories.
   a) Manuals
   b) Scoring service
   c) Test booklets and answer sheets

B. Reimbursement will be made on a percentage basis limited to the amount of funds available for this purpose.

SECTION 8.1

AGRICULTURAL EDUCATION

I. OBJECTIVE OF INSTRUCTION

Vocational education in agriculture shall be designed to meet the needs of persons over 14 years of age, who have entered upon or are preparing to enter:

A. Upon the work of the farm or farm home, or

B. Any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or farm home.

II. OCCUPATIONS TO BE SERVED

An agricultural occupation means an occupation involving knowledge and skills in agricultural subjects which have the following characteristics:

A. The occupation includes the functions of producing, processing and distributing agricultural products and includes services related thereto, and

B. The occupation requires competencies in one or more of the primary areas of plant science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership.

III. PROGRAM OF INSTRUCTION

A. Nature and Content of Instruction

1. The instruction deals with practical agriculture problems and includes subject matter and learning experience necessary in the production and marketing of plants or animals or their products.

2. Supervised practical experience
   a) Preparatory programs of instruction shall provide for:
      (1) Directed or supervised practice in agriculture on a farm for those persons who are engaged in or preparing for farming;
      (2) Practical field, laboratory or cooperative work experience for those training for other occupations involving knowledge and skills in agricultural subjects, and
      (3) For agricultural occupations other than farming, a high school student must have occupational work experience of at least 200 hours per year on the job in lieu of the supervised practice on a farm required by students in the production area. If part of the work experience is during the school day, school credit should be given.

3. Diversity, adaptability and flexibility should characterize the programs of agricultural education in the State. A pattern applicable or desirable in one locality may not be suitable in another.

B. Types of Classes

1. High school classes
   a) The vocational agriculture course in high school may be two, three or four years in length.
   b) All vocational agriculture classes are classified as laboratory classes and must meet North Central Association requirements for class time; therefore, the class period must be equivalent to an hour period (55 minutes in the clear). Schools operating on a 6-3-3 basis, where 9th graders are involved in the vocational program, may operate the 9th grade vo-ag class on the same length period as given in the Junior high school schedule.
   c) Provisions shall be made in the day school schedule for the teacher to:
      (1) Supervise, organize and coordinate the practical field, laboratory or other agricultural experiences in which the students participate, and
      (2) Organize and supervise the activities of the FFA or other similar activities that are an integral part of the vocational agriculture program.

2. Adult classes
   a) Types of adult classes
      (1) Young farmer classes
      The classes are designed to meet the needs of those who are establishing themselves in farming. Usually this group is composed of young men 16-25 years of age, from farms of the community who are not regularly enrolled in a secondary school. The teacher responsible for the instruction should visit each enrollee at least twice during the year to facilitate application by the student of classroom instruction.
      (2) Adult farmer classes
      These classes are designed to serve best the needs of the established farmers in the community to improve their proficiency in farming. The teacher responsible for instruction should visit each enrollee at least twice during the year to help implement application of instruction.
      (3) Adult nonfarm agricultural classes
      These classes are designed for persons who have already entered the labor market and who need training or retraining in a nonfarm agricultural occupation to achieve stability or advancement in employment in a nonfarm agricultural occupation.
   b) The following requirements apply to all adult classes.
      (1) The course must consist of at least 10 meetings of 120 minutes each. A recognized meeting shall have an attendance of not less than 5 enrollees. A minimum of 10 enrollees (attending 3 or more meetings) is required, and it is recommended that not over 25 students be enrolled in one class.
      (2) An exception to the above requirement might be where upgrading is needed concerning a specific technique where the competency required would need fewer number of meetings or less time to accomplish the objective. Previous special approval must be obtained from the State Director of Agricultural Education in classes of this nature.

3. Post high school classes
These classes are designed for persons who have completed or left high school, and who are available for full-time study in preparation for gainful employment in agricultural occupations which do not require a baccalaureate degree.

4. Classes for the handicapped
These classes are designed for persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational agriculture program. These classes may be for persons available for part-time or full-time study, and for those persons who are preparing to enter, or achieve advancement in agricultural occupations offering gainful employment. These occupations do not require a baccalaureate degree.

5. Classes developed in cooperation with other vocational education services. Where the need exists, and when the student's program may be enhanced for gainful employment in an agricultural occupation or cluster of agricultural occupations, training may be offered in cooperation with other vocational education services. The classes will combine and coordinate instruction with practical field, laboratory, or cooperative work experience which is appropriate to the vocational objectives of the enrollee. The classes will be of sufficient duration to develop competencies necessary to fit him for the occupation or occupational field for which is being trained; and the work and/or laboratory experience shall be supervised, directed and/or coordinated by qualified personnel.

IV. QUALIFICATIONS OF TEACHERS AND LOCAL SUPERVISORS

A. He shall have a bachelor of science degree in agriculture, from a teacher-training institution approved by the State Board of Vocational Education. At least 18 semester hours of professional education is required for approval, with a minimum of 12 hours in vocational education in agriculture or agricultural education.

B. He shall have at least 40 college semester hours in technical agriculture courses.

C. He shall have at least two years of farming and/or agricultural occupation experience after 14 years of age. Living on a farm and participating in regular farm activities, or working in agricultural occupations during high school years, shall be considered satisfactory in meeting the experience qualifications.

D. Employment of Teachers Prepared at Out-of-State Institutions

Teachers qualified in other states having similar agricultural conditions may be approved by the State Director, provided the education qualifications for approval of teachers as specified in IV (A, B & C) are met and the teacher has the recommendation of his own State Supervisor or Head Teacher-trainer.

E. Local supervisors must meet the same qualifications as the vocational agriculture teacher and, in addition, have completed two years of successful teaching experience in vocational agriculture. Experience with adult education in vocational agriculture is recommended.

F. Qualifications of Teachers of Adult Agricultural Classes

1. He shall have the qualifications of a regular vocational agriculture instructor, or

2. Special teachers may be employed, provided they are approved by the State Director of Agricultural Education. They will usually be graduates of an agricultural college with outstanding and recognized ability as a farm operator or producer of the specific commodity or service dealt with in the course.

V. TEACHER'S CONTRACT

The vocational agriculture instructor's contract with the local Board of Education is for 12 months because of the necessity for supervising agricultural experience programs and other activities during the summer. Contracts should be drawn to begin July 1 (and always end June 30) to coincide with the fiscal year. A program of activities for the summer months must be planned by the instructor each year and submitted to the State Director. Not more than four weeks for vacation or professional improvement may be approved without reduction in reimbursement.

VI. TRAVEL ALLOWANCE

In order that the vocational agriculture instructor may adequately supervise the farming programs, on-the-job training, conduct field trips for classes, provide on-farm instruction, attend called agricultural conferences and FFA meetings, and for community work incidental to the program, travel funds must be provided by the local Board of Education in addition to the instructor's regular salary.

VII. FACILITIES, EQUIPMENT, SUPPLIES

Adequate classroom, library, shop, laboratory facilities, equipment and supplies must be provided by the school.

VIII. APPLICATION FOR ESTABLISHING DEPARTMENTS

Approval for the establishment or reestablishment of departments will be based on a survey of possibilities in the local communities and the willingness and ability of the local Board of Education to provide adequately for an overall program. Applications or requests for further information should be sent to the State Director of Agricultural Education, Vocational Education Division, 10th Floor, State Capitol, Lincoln, Nebraska 68509.

SECTION 8.2

VOCATIONAL DISTRIBUTIVE EDUCATION

I. OBJECTIVE OF INSTRUCTION

Vocational education in distributive occupations shall be designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter a distributive occupation.

II. OCCUPATIONS TO BE SERVED

Distributive occupations are those followed by proprietors, managers or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financial and risk bearing.

III. ORGANIZATION AND CONTENT OF INSTRUCTION

A. Content of Instruction

The content of the program of instruction shall be derived from the functions of marketing in reference to the vocational objective of the student.

B. Types of Classes

1. High school and post-high school
Minimum requirements are a program of two years with one regular class period of instruction per day for one year and either two periods daily of vocational instruction for the other year or one period of instruction coordinated with one period of supervised work experience.

2. Adult
Preparatory and supplementary classes for adults not available for full-time study shall have as their purpose initial preparation, refresher and/or upgrading of individuals leading to employment and/or advancement in distributive occupations. The classes shall lead to a specified occupational achievement in distribution or be part of a series of classes leading to an occupational goal.

IV. SUPERVISED PRACTICAL EXPERIENCE

A. In preparatory programs conducted in the full-time schools, high schools and post-high schools, the following conditions shall prevail:

1. Only those who normally may be expected to complete a program of training shall be enrolled, and

2. Participation activities shall be required in all preparatory training.

a) Supervised cooperative work experience
Supervised cooperative work experience for persons enrolled in a school who receive part-time vocational instruction in the school and on-the-job training through part-time employment shall be through a cooperative arrangement between the school and the employers. Such classes must be organized through cooperative training agreements (preferably in writing) between the schools providing vocational instruction to student-learners in the class and the employers providing on-the-job training. Such arrangements shall provide for:
(1) The employment of student-learners in conformity with Federal, State and local laws and regulations, and in a manner not resulting in exploitation of such student-learner for private gain;
(2) An organized program of training on the job;
(3) A plan of regularly scheduled employment;
(4) One regular class period per day of related instruction;
(5) One regular class period per day of released time for supervised work experience;
(6) A minimum of ten hours of employment per week during the school year;
(7) Payment of wages to student-learners shall be comparable to the beginning wage paid in that occupation in that community, and
(8) Credit recognition for progress, achievement, and proficiency in on-the-job assignments.

b) Classes not providing cooperative training shall utilize written individual training plans for enrollees, incorporating supervised work experience or simulated practice, including a variety of such learning experiences as directed observation, situation analysis, business games, marketing problems, product promotions and individualized projects, in order to direct and measure the achievement of the students.

B. The schedule of enrollees and teacher-coordinators shall be adjusted to accommodate time requirements for supervised cooperative training and participation activities requiring specialized laboratory experiences.

V. EQUIPMENT AND FACILITIES

Adequate classroom and laboratory equipment and facilities which are suitable for instructional purposes must be available.

VI. EXTENDED EMPLOYMENT

Every coordinator should be employed on an extended contract, preferably two weeks after the regular term and two weeks before the fall term begins. The extended employment is for the purpose of developing job placements for cooperative students, completing student follow-up, working with advisory committees, and other vocational distributive education activities.

VII. QUALIFICATIONS OF PERSONNEL

A. Teachers - High School and Post-High School

1. A minimum of 45 semester hours in the field of business including:
   a) Not less than 20 semester hours in marketing and management, and
   b) Not less than 20 semester hours in supporting courses, e.g. accounting, business law, economics.

2. Must have completed at least six semester hours in professional vocational education.

3. Occupational experience
   Must have at least two years full-time employment or its equivalent in part-time experience in a distributive occupation. If the experience is gained while enrolled in an approved teacher training program and under the supervision of a teacher trainer, one year's experience shall meet minimum requirements.

B. Provisional Approval

Any of the above qualifications may be waived for an individual teacher for a period of three years, provided a plan is developed whereby he will become fully qualified within the three year period.

C. Teachers of Adults

An instructor of adults shall have such general education as required by the appointing authorities, including at least high school graduation or its equivalent, and such professional education as needed to enable him to successfully teach others. He shall also have had at least two years recent experience as a wage earner in the distributive occupation which he is to teach.

D. Local Supervisors

Local supervising personnel shall meet the same qualifications as those for a distributive education teacher, plus two years' experienc in teaching vocationally reimbursed distributive education. For adult supervisors teaching experience in distributive education is no required but 4 years of employment experience in distribution is required.

VIII. TRAVEL ALLOWANCE

In order that the vocational instructor may adequately supervise on-the-job training, conduct field trips for classes, attend called vocational conferences, and for community work incidental to the program, travel funds must be provided by the local Board of Education in addition to the instructor's regular salary.

IX. APPLICATION FOR ESTABLISHING DEPARTMENTS

Approval for the establishment or reestablishment of departments will be based on a survey of possibilities in the local communities and the willingness and ability of the local Boards of Education to provide adequatel for an overall program. Applications or requests for further information should be sent to the State Director of Distributive and Business Education, Vocational Education Division, 10th Floor, State Capitol, Lincoln, Nebraska 68509.

SECTION 8.3

VOCATIONAL HOME ECONOMICS EDUCATION

I. OBJECTIVES OF INSTRUCTION

A. Vocational education in home economics shall be designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon:

1. Useful employment in the home (hereinafter referred to as homemaking), or

2. Gainful employment in an occupation involving knowledge and skills of home economics subjects (hereinafter referred to as home economics related occupations).

II. HOMEMAKING EDUCATION (Useful employment in the home)

A. Description

Education which provides instruction which will enable families to improve their family life through more effective development and utilization of human resources. The total program of instruction is sufficiently intensive and extensive to enable the individual served to develop competencies necessary for effective participation in homemaking and in community activities affecting the home. In addition to class instruction, the program includes planned home experiences and home visitations by the teacher.

B. Nature and Content of Instruction

The curriculum for homemaking education is concerned with fundamental values and problems in the several aspects of homemaking, and deals with these in such a way as to develop needed skills, understanding, attitudes, and appreciations. The nature and content of instruction in the homemaking program is derived from the needs and concerns of individuals and families served, taking into consideration the maturity and experience of individuals enrolled.

C. Minimum Secondary School Program

A minimum program shall consist of two years (4 semesters), the first year of which must provide a comprehensive program involving the major areas of homemaking education, i.e. foods and nutrition; clothing, textiles and design; child care and development; human relations; family finance; home management; housing, home furnishings and equipment; home care of the sick and first aid. The second year may include the same areas as the first, but on an advanced level or semester courses in specific subject-matter areas with depth and breadth. (Write to State Director of Vocational Home Economics Education for suggestions for program.) All vocational homemaking classes are classified as laboratory classes and must meet the North Central Association's requirement for laboratory class time. Therefore, the class period must be equivalent to an hour period (55 minutes in the clear). Schools operating on a 6-3-3 basis, where

9th graders are involved in the vocational program, may operate the 9th grade vocational homemaking class on the same length period as given in the Junior High School schedule.

D. Space and Equipment

Space and equipment shall be sufficient to provide learning experiences in each of the major areas of the program, subject to approval by the State Director of Home Economics Education.

E. Class Size

There shall be a minimum of 20 students per program and a minimum of 5 per class.

F. Conference Period

The teacher shall have not less than one period daily available for individual and/or group conferences based on the recommended teacher-pupil ratio of 1 to 60. This conference period is in addition to a regularly scheduled planning period provided by the school for all teachers. This conference period is for the purposes of planning and/or evaluating home experiences and planning home visits.

G. Home Experiences

Each student shall carry a well-rounded home experience program each year as part of the homemaking course. These experiences are an extension of the in-class instruction.

H. Home Visits

The teacher shall visit the homes of students during the school year and during extended employment to supervise home experiences and to work with families in the development of the total homemaking program.

I. Extended Employment

It is recommended that every teacher be employed longer than the regular school year for the purpose of supervising summer home experiences, home visits, supervising Future Homemakers of America functions and activities.

J. Future Homemakers of America

It is recommended that each vocational homemaking program include a chapter of FHA as an integral part of the total program.

K. Adult Education

1. Adult homemaking education is considered an integral part of a homemaking program. The purpose of adult education classes is to prepare adults for more useful home and family life. Organized classes shall hold a minimum of 4 meetings in any one unit.

Recommended minimum size is 10 members. A qualified teacher other than the day school teacher may be employed if approved by the State Director.

2. Application
Approval or requests for further information for establishing adult classes should be obtained through the State Director of Home Economics Education, Vocational Education Division, 10th Floor, State Capitol, Lincoln, Nebraska 68509.

L. Qualifications of Personnel

1. Day school teachers
   a) Graduates of Nebraska teacher training institutions (with a program and experiences approved by the Division of Vocational Education), with a major in vocational home economics education are fully qualified for approved and reimbursed vocational homemaking programs.
   b) An evaluation of transcripts by the State Director of other teachers will determine whether they do or do not qualify.
   c) Minimum requirements for all vocational homemaking teachers (Courses listed under each area must be represented on the transcript.)
      Foods and Nutrition - 9 semester hours
        Foods
        Human Nutrition
        Other
      Textiles, Clothing, Design - 9 semester hours
        Textiles
        Design
        Construction
        Other
      Human Development and the Family - 9 semester hours
        Child Development (with lab)
        Family Relations
        Other
      Family Economics, Management - 9 semester hours
        Management Theory
        Home Management Residence
        Family Economics
        Housing and/or Furnishings or Equipment
      Education - 20 semester hours
        Vocational Education - 15 semester hours
        General Education - 5 semester hours
      Natural Science - 9 semester hours
      Humanities - 9 semester hours
      Social Sciences - 9 semester hours
   d) Temporary provision for emergency teachers in a vocational homemaking program
      (1) Minimum requirements
          (a) 27 semester hours in Home Economics with a minimum of 6 semester hours in each of the following areas:
              Foods and Nutrition;
              Textiles, Clothing and Design;
              Family Economics, Management, and
              Human Development and the Family
          (b) 3 semester hours in Home Economics Education

(2) A college degree
Teacher must have a teaching certificate granted by the Nebraska State Department of Education.

(3) Professional improvement such as the Vocational Division State Department of Education shall prescribe:
   (a) Summer school attendance 2 summers out of 3 until vocational requirements are met, and
   (b) Completion of the class, "Trends in Home Economics Programs", Home Economics Education 115, University of Nebraska, 3 hours credit, offered 3 weeks in August, including 1 week August Conference for Nebraska Home Economics Teachers, OR
   Participation in the workshop conducted by State Department of Education in August. Two weeks, including 1 week August Conference for Nebraska Home Economics Teachers. No college credit.

(4) Approval is for one year. Subsequent approval is dependent upon satisfactory teaching and continued professional training.

(5) New departments cannot be approved with a teacher who has only temporary approval.

2. Out-of-school youth and adult education teachers
   a) Any teacher who has been or is now certified to teach day school home economics is eligible to teach adults and out-of-school youth.
   b) Other persons who are employed as teachers of adults must have the equivalent of 4 years of high school and successful experience in the field in which they are to teach.
   c) Special vocational teaching certificates for adult instructors (see "b)" above) will be issued by the Division of Vocational Education upon request by the local superintendent of schools.

3. Local supervisors
   Local supervisors must meet the same qualifications as the day school teacher, and have at least 2 years of successful teaching experience. Experience with adult education is recommended.

M. Funds

1. Day school
   Funds shall be provided by the local district for:
   a) Adequate up-to-date equipment;
   b) The necessary supplies, materials, and references for teaching;
   c) Mileage for home visits and community contacts in the development of the program (if the teacher has no car, transportation shall be provided), and
   d) Travel to officially called state and district meetings.

2. Adult classes
   Funds shall be provided by the local school district for adequate teaching materials, references, and supplies for laboratory lessons.

III. HOME ECONOMICS RELATED OCCUPATIONS

A. Description

Provides instruction that qualifies individuals to engage in wage-earning occupations involving knowledge and skills in home economics subject-matter areas, i.e., child care and development; clothing and textiles; foods and nutrition; home and institutional management; home furnishings and equipment, etc. Included are such wage-earning occupations as those which:

1. Provide services to families in the home or provide similar services to others in group situations such as nursing homes, homes for senior citizens, day care centers, etc.

2. Provide assistance to professional home economists and professionals in fields related to home economics in business, agencies or organizations, and

3. Other wage-earning occupations directly related to home economics subject-matter areas; for example food service, clothing construction and maintenance, etc.

B. Space and Equipment

Teaching facilities will be adequate to enable trainees to acquire marketable skills for the occupation.

C. Organization and Content of Instruction

1. Established evidence of opportunities for employment must precede organization for occupational training. An advisory committee may assist in determining employment possibilities and training necessary.

2. The instruction is focused on a specific occupation or cluster of occupations, and the scope of subject matter used in teaching is defined by a job analysis.

3. The training program will include realistic occupational experience. (Supervised laboratory, on-the-job, etc.)

4. Trainees are selected on the basis of predetermined potentials in order for them to profit by training for a specific occupation. The local school must have on file a statement of occupational intent for each trainee.

5. The trainees must be of legal employment age at the completion of training.

6. A course will be repeated only when employment opportunities have been predetermined.

7. The program may be cooperatively planned and conducted by two or more vocational services or in cooperation with a community organization or agency.

8. There will be close cooperation between the instructor and the vocational counseling personnel of the school and/or the Division of Employment, State Department of Labor, in placement and follow-up of trainees.

9. Evaluation of the total program is done in terms of trainee's performance and ability to secure and hold a job.

D. Teacher and Local Supervisor Qualifications

1. Secondary teachers
The teacher must have a teaching certificate granted by the Nebraska State Department of Education (see also D3 below).

2. Post high school and adult teachers
Special vocational teaching certificates will be issued by the Division of Vocational Education upon request by the local superintendent of schools. (See Homemaking Education II L 2) (See also D3 below).

3. Secondary, post high school, and adult teachers
Must all have a minimum of 2 years of occupational experience in areas using home economics knowledge and skills and be knowledgeable of the subject matter to be used in the instructional program.

4. Local supervisors
Local supervisors must meet the same qualifications as the secondary teacher and have at least two years of successful teaching experience. Experience with adult education is recommended.

IV. APPLICATION FOR ESTABLISHING OR REESTABLISHING PROGRAMS (HOMEMAKING AND/OR HOME ECONOMICS RELATED OCCUPATIONS)

Approval for the establishment or reestablishment of departments will be based on a survey of possibilities in the local communities and the willingness and ability of the local boards of education to provide adequately for an over-all program. Applications or requests for further information should be sent to the State Director of Home Economics Education, Vocational Education Division, 10th Floor, State Capitol, Lincoln, Nebraska 68509.

SECTION 8.4

TRADES AND INDUSTRIAL EDUCATION

I. OBJECTIVE OF INSTRUCTION

Vocational education in trades and industries is designed for persons over 14 years of age who have entered upon or are preparing to enter upon the work of a trade or industrial occupation. (Exception - evening class enrollees must be 16 years of age and part-time general continuation enrollees must be between 14 and 18 years of age.)

II. OCCUPATIONS TO BE SERVED

Trade and industrial occupations may include any industrial craft, skilled trade, or semiskilled occupation which directly functions in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity. Any other occupations, including service occupations, which are usually considered to be technical or trade and industrial in nature, may also be included.

III. ORGANIZATION, OCCUPATIONAL ORIENTATION, SELECTION OF STUDENTS, DURATION AND INTENSITY AND CONTENT OF INSTRUCTION

Trade and industrial education means education which includes any subject which is necessary to develop the manipulative skills, technical knowledge, and related information such as job attitudes, safety practices and trade judgment necessary for employment in a trade and industrial occupation.

A. Secondary and/or Post Secondary

1. Day trade classes - type A and B
   a) The instruction must be given not less than 30 hours per week and not less than nine months per year.
   b) These classes may enroll only persons over 14 years of age who have not yet entered upon employment and who are enrolled in a full-time day school.
   c) At least one-half of the total time of instruction shall be given to work on a useful or productive basis.
   d) The program of instruction will combine and coordinate related instruction with field, shop, laboratory, cooperative work, or other occupational experience which is appropriate to the vocational objective of the students and is of sufficient duration to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained and is supervised, directed, or coordinated by a qualified person.
   e) In Type A classes, the related instruction is offered as units separate from the field, laboratory, shop, cooperative work, or other occupational experience.
   In Type B classes, the related instruction is offered by the shop or laboratory instructor as an integral part of the shop or laboratory experience, rather than as separate units.

2. Day trade classes - special type C
Special type C trade classes are pre-employment classes. They may be operated for less time than types A and B, and without the requirement that at least one-half of the total time of instruction be given to field, shop, laboratory, cooperative work or other occupational experience. Such classes may include the following:
   a) Special classes for high school, out-of-school youth and adults.
   b) Special classes for single-skilled or semiskilled occupations for either secondary or post secondary students. In both a) and b) the classes must be of sufficient duration and intensity to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained. The program of instruction must include two consecutive laboratory periods per day.

3. Cooperative work experience
Supervised cooperative work experience for persons enrolled in a school who receive part-time vocational instruction in the school and on-the-job training through part-time employment shall be through a cooperative arrangement between the school and the employers. Such classes must be organized through cooperative training agreements (preferably in writing) between the schools providing vocational instruction to student-learners in the class and the employers providing on-the-job training. Such arrangements shall provide for:
   a) The employment of student-learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of such student-learner for private gain;
   b) An organized program of training on the job;
   c) A plan of regularly scheduled employment;
   d) One regular class period per day of related instruction;
   e) One regular class period per day of released time for supervised work experience;
   f) A minimum of ten hours of employment per week during the school year;
   g) Student-learners shall be paid a wage comparable to the beginning wage paid for that occupation in that community, and
   h) There must be credit recognition for proficiency in on-the-job assignments.

B. Adult

1. Evening industrial classes
An evening class is defined as a class conducted during the non-working hours of the enrollees. Evening classes may enroll only workers 16 years of age or over who are employed in a trade and industrial occupation. Instruction must be confined to that which is supplemental to the daily employment of those enrolled. To be considered supplemental to the daily employment, the instruction must be such as to increase the skill or knowledge of the worker in the trade or industrial occupation in which the person is employed.

2. Part-time extension classes
These classes are for workers employed in a trade or industrial occupation who have left the full-time day school and are enrolled for instruction which is supplemental to their employment. Such classes may include instruction for apprentices.

3. Part-time general continuation classes
In part-time general continuation classes, the instruction will be designed to increase the student's civic intelligence rather than develop specific occupational competence.
These classes are for persons who have left the full-time day school to enter upon employment and are enrolled for instruction which is designed to increase their civic intelligence rather than to develop specific occupational competence. Such part-time general continuation classes are limited to those under 18 years of age.

4. Part-time preparatory classes
These classes are for persons who have entered upon employment and are enrolled for instruction designed to prepare them for employment in a trade and industrial occupation other than that in which they are or have been employed.

IV. QUALIFICATIONS OF PERSONNEL

A. Day Trade instructors shall hold a valid Nebraska teaching certificate and be competent to teach the trade and industrial subject matter in classes for which they will be responsible. The competency shall be evaluated in terms of accredited courses and/or occupational experience by the Assistant Commissioner and the State Director. The occupational experience shall total at least two years in the trade or industrial occupation he is to teach.

1. All day trade teachers must have completed 9 semester hours in vocational trade and industrial education. This qualification may be waived for an individual teacher for three years.

2. Trade and industrial teachers must show evidence of periodic professional growth in their area of instruction. Each period should not exceed five years. The professional growth may be acquired by professional courses, workshops, seminars or by working in their occupational area.

B. Local supervisors must meet the same qualifications as the day trade instructor and have had at least two years of successful teaching experience in a day trade vocational course. Experience with adult education is recommended.

C. Extension teachers must have adequate trade or industrial experience on the journeyman level in the area they are to teach and shall acquire at least eight clock hours of pre-service and/or in-service teacher training if they do not possess a valid Nebraska teaching certificate.

SECTION 8.5

VOCATIONAL BUSINESS AND OFFICE EDUCATION

I. OBJECTIVE OF INSTRUCTION

Vocational education for business and office occupations shall be designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter upon employment in business and office occupations or in occupations in which business and office education has a direct application and value. Note: The above objectives do not include courses in basic business, courses designed for personal use, or courses which are consumer oriented rather than occupationally oriented. Examples of such nonvocational courses are general business, personal use typing, economics, consumer economics, personal use note taking and business law.

II. OCCUPATIONS TO BE SERVED

Business and office occupations are those performed by individuals in public and/or private enterprise which relate to the facilitating function of the office which includes such activities as recording and retrieval of data, supervision and coordination of office activities, external and internal communication, and reporting of information.

III. ORGANIZATION AND CONTENT OF INSTRUCTION

A. Instruction in business and office education shall be provided through vocational courses and curricula which contain subject matter needed in one or several of the business and office occupations in reference to the occupational objective of the student.

B. Courses and curricula shall be established on the basis of the career objective of the enrollee, including:

1. Courses in business principles
   The theory, principles and practices of administration and operation, with a major emphasis on the facilitating function of the office, and

2. Courses in occupational specialization
   The procedures, skills, and appreciations involved in office occupations.

IV. COURSES ELIGIBLE FOR REIMBURSEMENT

Any course which is designed to prepare students for office occupations and in which enrollment is limited to students with a recorded objective in an office occupation may be eligible for reimbursement. Courses which are not limited to students with a recorded objective of office employment or which are designed to develop economic understanding or personal use skills are not eligible for reimbursement even though they may be required for an approved vocational program. The subject matter

of reimbursed courses must be identifiable as vocational by the content and nature of instruction when compared to non-vocational courses. For example, first year typewriting will not be reimbursed even though there is vocational grouping. Expenditures for the time allotted for coordination and supervision of students working part-time in an approved cooperative program are eligible for reimbursement.

V. SUPERVISED PRACTICAL EXPERIENCE

A. Preparatory instruction shall be provided either in preparatory classes utilizing participation activities or in cooperative classes utilizing on-the-job training through part-time employment.

B. Each student shall have the opportunity to develop basic skills, backgrounds, technical knowledge, and related occupational information in the office and business occupations through the practical applications of classroom theories.

C. When the practical experience is gained through actual employment, the students' activities must be coordinated and supervised by the teacher of the related class or by a vocationally qualified coordinator.

D. The schedule of enrollees and teacher coordinators shall be adjusted to accommodate time requirements for supervised cooperative training and participation activities requiring specialized laboratory experiences.

E. Supervised Cooperative Work Experience

Supervised cooperative work experience for persons enrolled in a school who receive vocational instruction in the school and on-the-job training through part-time employment shall be through a cooperative arrangement between the school and the employers. Such classes must be organized through cooperative training agreements (preferably in writing) between the schools providing vocational instruction to student-learners in the class and the employers providing on-the-job training. Such agreements shall provide for:

1. The employment of student-learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of such student-learner for private gain;

2. An organized program of training on the job;

3. A plan of regularly scheduled employment;

4. One regular class period per day of related instruction;

5. One regular class period per day of released time for supervised work experience.

6. A minimum of ten hours of employment per week during the school year.

7. Payment of wages to student-learners shall be comparable to the beginning wage paid in that occupation in that community, and

8. Credit recognition for progress, achievement, and proficiency in on-the-job assignments.

VI. EQUIPMENT AND FACILITIES

Adequate classroom and laboratory equipment and facilities which are suitable for instructional purposes must be available.

VII. EXTENDED EMPLOYMENT

Every coordinator should be employed on an extended contract, preferably two weeks after the regular term and two weeks before the fall term begins. The extended employment is for the purpose of developing job placements for cooperative students, completing student follow-up, working with advisory committees, and other vocational business education activities.

VIII. TYPES OF PROGRAMS - HIGH SCHOOL

A. Minimum Program Offerings

A school may offer a general clerical program without offering a stenographic program, but a stenographic program may not be offered without also offering the general clerical program.

B. General Clerical Program

1. Curriculum designed to prepare students for clerical employment as clerk typists, file clerks, general and office clerks, office machine operators, and receptionists.

2. In grade 12 there must be either two periods daily of vocational instruction in clerical skills and procedures, or one period of vocational instruction which is coordinated with one period of supervised work experience. The vocational instruction in grade 12 must be preceded by two semesters of typewriting, two semesters of bookkeeping or record keeping, and one semester of an introductory basic business course, preferably General Business.

3. Approval may be obtained for programs which contain the equivalent of the program listed above but which are organized in a slightly different pattern.

C. Stenographic Program

1. Curriculum designed to prepare students to become secretaries and stenographers.

2. In grade 12 there must be either two periods daily of vocational instruction or one period of vocational instruction coordinated with one period of actual supervised employment. When two periods are offered without coordinated work experience, at

least one period must be related to stenographic and secretarial procedures. The other period may be a more general course such as Office Practices. When one period is coordinated with work experience, it must be a stenographic and secretarial related course. The vocational instruction in grade 12 must be preceded by two semesters of shorthand, two semesters of typewriting, one semester of bookkeeping or record keeping, and one semester of an introductory basic business course, preferably General Business.

3. Approval may be obtained for programs which contain the equivalent of the program listed above but which are organized in a slightly different pattern.

IX. TYPES OF PROGRAMS - POST HIGH SCHOOL

Same requirements as for high school programs.

X. TYPES OF PROGRAMS - ADULTS

Preparatory and supplementary classes for adults not available for full-time study shall have as their purpose initial preparation, refresher and/or upgrading of individuals leading to employment, and/or advancement in office occupations. Classes must consist of not less than 20 hours of instruction except where upgrading is needed concerning a specific technique where the competency required would need fewer number of meetings or less time to accomplish the objective. Previous special approval must be obtained from the State Director of Business and Distributive Education in classes of this nature.

XI. QUALIFICATIONS OF PERSONNEL

A. Teachers - High School and Post High School

1. Teacher of stenographic programs
   a) A minimum of 45 semester hours in the major field including:
      (1) Not less than 20 hours (or equivalency as demonstrated by examination) in technical subject matter, e.g., typing, shorthand, office machines, office practice, and
      (2) Not less than 20 hours in supporting courses, e.g., accounting, business law, electronic data processing, marketing.
   b) Course work in professional education including:
      (1) Courses in teaching methods in business subjects, and
      (2) At least 6 semester hours in vocational education.
   c) Occupational experience
      Must have at least two years' full-time employment or the equivalent of two years in part-time employment in an office occupation. If the experience is gained while enrolled in an approved teacher training program and under the supervision of a teacher trainer, one year's experience shall meet minimum requirements.

2. Teachers of general clerical program
Same requirements as for a teacher of a stenographic program except as many as 6 semester hours of accounting may be substituted for the course work in shorthand.

3. Provisional approval

Any of the above qualifications may be waived for an individual teacher for a period of 3 years, provided a plan is developed whereby he will become fully qualified within the three-year period.

B. Teachers of Adults

An instructor of adults shall have such general education as required by the appointing authorities, including at least high school graduation or its equivalent and such professional education as needed to enable him to successfully teach others. He shall also have had at least 2 years' recent experience as a wage earner in the business or office occupation which he will teach.

C. Local Supervisors

Local supervising personnel shall meet the same qualifications as those for an office education teacher, plus 2 years' experience in teaching business and office education.

XII. TRAVEL ALLOWANCE

In order that the vocational instructor may adequately supervise on-the-job training, conduct field trips for classes, attend called vocational conferences, and participate in community work incidental to the program, travel funds must be provided by the local Board of Education in addition to the instructor's regular salary.

XIII. PURCHASE OF EQUIPMENT

Reimbursement will be made only for equipment which is above and beyond what is necessary for a basic program. An example of a basic program need is typewriters for a typewriting class. This item would not be eligible for reimbursement. Items which are considered to be above and beyond a basic program need and which would be eligible for reimbursement would include: adding-listing machines, calculators, transcribing machines, and dictation laboratories.

XIV. APPLICATION FOR ESTABLISHING DEPARTMENTS

Approval for the establishment or reestablishment of departments will be based on a survey of possibilities in the local communities and the willingness and ability of the local Boards of Education to provide adequately for an over-all program. Applications or requests for further information should be sent to the State Director of Business and Distributive Education, Vocational Education Division, 10th Floor, State Capitol, Lincoln, Nebraska 68509.

SECTION 8.6

HEALTH OCCUPATIONS EDUCATION

I. OBJECTIVE OF INSTRUCTION

Vocational education in health occupations shall be designed for persons who are preparing to enter one of the health occupations, and for persons who are, or have been employed in such occupations in hospitals or institutions or establishments other than hospitals which provide patients with medical services.

II. OCCUPATIONS TO BE SERVED

Health occupations render supportive services to the health professions such as nursing, medical and dental practices, all of which are concerned with providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. Such occupations include:

A. Practical or Vocational Nursing;

B. Occupations that require basic understanding and skills required in giving nursing care or other health service to people, and

C. Only those occupations recognized as being in the health field. The scope and nature of the duties rather than the title of the occupation affects this recognition.

III. SPECIAL STANDARDS AND REQUIREMENTS

A. Organization and Content of Instruction

1. The program of instruction includes the knowledge and skills necessary for competencies required in the occupation or occupational field in which the individual is being prepared, upgraded, or updated.

2. Instruction in theory will be closely correlated with supervised practical experience in the clinical phase of the curriculum.

B. Duration and Intensity of Instruction

1. Pre-service training schools for practical nursing shall provide for full-time instruction.

2. For other health occupations, the length and content of the program will be governed by the objectives established for entry or advancement in the occupation.

C. Supervised Practical Experience

1. A major part of the supervised practical experience required in the curriculum will be spent on activities directly related to patient needs.

IV. QUALIFICATIONS OF TEACHERS AND SUPERVISORS

A. All supervisory and instructional personnel having responsibility for training in the health occupations will meet these qualifications:

1. Teachers of practical laboratory work
   A minimum of three years of experience in the health occupation to be taught above and beyond the learning period, or a baccalaureate degree plus one year of recent experience in the health occupation to be taught.

2. Teachers of related subjects
   Three years of approved recent experience in the health occupation for which instruction is to be given, or graduation from an approved four-year college program closely related to the health occupation, with one year of experience in that occupation.

V. FACILITIES

Adequate classroom library, laboratory and/or clinical facilities and equipment must be available for use.

SECTION 8.7

TECHNICAL EDUCATION

I. OBJECTIVES OF INSTRUCTION

Technical education shall be designed to train persons for employment as highly skilled technicians in recognized technical occupations requiring scientific knowledge. It is believed that technical education should be conducted primarily on the post high school and/or adult level.

II. SELECTION OF STUDENTS

All enrollees shall have either completed the ninth grade or be at least 16 years of age.

III. OCCUPATIONS TO BE SERVED

Technical education shall be designed to train individuals for employment in the highly skilled technical occupations that are needed for:

A. The design, development, testing, manufacturing, processing, construction, installation, operation, maintenance, repair or servicing of plant facilities;

B. Technical services, and

C. Scientific research.

IV. SPECIAL STANDARDS AND REQUIREMENTS

A. Organization and Content of Instruction

1. Training shall be designed to fit the enrollee for useful employment in recognized occupations requiring scientific knowledge.

2. Training shall be designed primarily with the application of technical understanding in mind rather than manipulative skills.

V. TYPES OF COURSES

A. Supplementary (extension) courses which are designed for employed persons, including journeymen, to give additional training in the direct application of specialized functional aspects of science, mathematics, and advanced technical skills and knowledge required to meet the demands for highly skilled technicians because of new and changing technologies.

B. Instruction may be organized to provide the related instruction for registered apprentices.

C. Preparatory (pre-employment) courses designed to prepare persons for useful employment as a highly skilled technician (not for a skilled trade). The occupation must require the application of specialized functional aspects of science, mathematics, and advanced technical skills and information.

VI. QUALIFICATIONS OF INSTRUCTORS

A. Secondary instructors shall hold a valid Nebraska teaching certificate and be competent to teach the technical subject matter in classes for which they will be responsible. The competency shall be evaluated in terms of accredited courses and/or occupational experience by the Assistant Commissioner and the State Director. The occupational experience should total at least two years in the technical occupation (or a closely related occupation) he is to teach.

B. Adult and post secondary teachers must meet the qualifications of the secondary teacher with the exception that they need not hold a valid Nebraska teaching certificate.

VII. FACILITIES

Adequate classroom, library, shop, laboratory facilities and equipment must be available for instruction.

SECTION 8.8

DIVERSIFIED OCCUPATIONS EDUCATION PROGRAM

I. OBJECTIVE OF INSTRUCTION AND OCCUPATIONS TO BE SERVED

The diversified occupations education program provides an opportunity for schools in small communities to provide vocational education with supervised work experience in a variety of occupations. It can be utilized in communities which are not large enough to provide part-time jobs in sufficient quantity to support an occupational experience program in a particular area (e.g. Agriculture, Distributive Education, Business Education, Home Economics or Trades and Industries).

II. PROGRAM OF INSTRUCTION

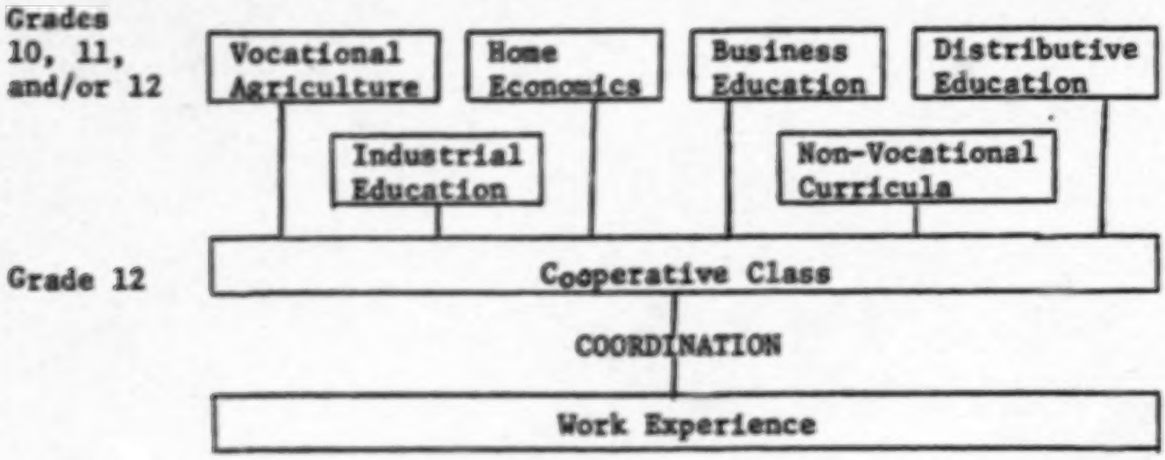
A. The program of instruction consists of two phases.

1. Classroom related instruction
   In the class, course offerings should include, but not be limited to, that general information and the occupational skills related thereto, no matter what the student's occupation is. Topics covered could include how to apply for a job; dress and grooming; occupational relations; business law; government regulations; social security regulations; employer-employee relations, etc.

2. Cooperative work experience
   Each student enrolled in the diversified occupations program receives on-the-job training through part-time employment.

B. Program Prerequisite

If a program related to his vocational objective is offered in the school, a diversified occupations student must be enrolled in or have completed course work in this program. If it is not offered the student could go directly into the diversified occupational education program his senior year.



III. MINIMUM REQUIREMENTS

A. Classroom Related Instruction

1. A qualified teacher-coordinator must be employed by the school to conduct the related instruction phase.

2. There must be one regular class period of related instruction per day during the school year.

3. The recommended class size is from 10-25 students.

B. Cooperative Work Experience

Cooperative work experience for persons, who are enrolled in a school and who receive vocational instruction in the school and on-the-job training through part-time employment, shall be through a cooperative agreement (preferably in writing) between the school and the employers. Such classes must be organized through cooperative arrangements between the schools providing vocational instruction to student-learners in the class and the employers providing on-the-job training through part-time employment of such student-learners. Such arrangements shall provide for:

1. The employment of student-learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of such student-learner for private gain;

2. An organized program of training on the job;

3. A plan of regularly scheduled employment;

4. One regular class period per day of related instruction;

5. One regular class period per day of released time for supervised work experience;

6. A minimum of ten hours of employment per week during the school year;

7. Student-learners shall be paid a wage comparable to the beginning wage paid for that occupation in that community;

8. There must be credit recognition for proficiency in on-the-job assignments, and

9. Students must be supervised on the job. A qualified teacher-coordinator must make periodic visitations to the job station during the student's working hours.

IV. QUALIFICATIONS OF TEACHER-COORDINATOR

A. The teacher-coordinator must hold a valid Nebraska teaching certificate.

B. The teacher-coordinator must have at least two years' full-time occupational experience other than teaching, or the equivalent of two years' experience in accumulated part-time employment.

C. The teacher-coordinator must have had 6 semester hours of vocational education course work of which 3 hours must be in coordination techniques. A probationary period of 3 years may be granted to fulfill this requirement.

V. EXTENDED EMPLOYMENT

It is recommended that a teacher of the diversified occupations program be employed longer than the regular school year, preferably two weeks before the fall term begins and two weeks after the spring term closes. The recommendation for the extended employment is for the purpose of developing employment training stations, determining student special interest needs, conferring with advisory committees, completing student follow-up and other vocational responsibilities.

VI. APPLICATION FOR THE ESTABLISHMENT OF A DIVERSIFIED OCCUPATIONS PROGRAM

Applications for approval or requests for further information should be sent to the State Director of Diversified Occupations, Vocational Education Division, 10th Floor, State Capitol, Lincoln, Nebraska 68509. Approval for the establishment of a diversified occupations program will be based on a survey of the needs for such a course in the local community and the willingness of the local Board of Education to meet the requirements of the program.

SECTION 8.9

SPECIAL VOCATIONAL NEEDS PROGRAM

(Vocational Education for Persons
with Special Vocational Needs)

I. OBJECT OF INSTRUCTION AND SPECIFIC GROUP TO BE SERVED

Within every school there is a certain group of youngsters who cannot benefit from regular vocational classes because of individual or group limitations which restrict regular educational attainment. By identifying this segment of the student body and determining their individual vocational needs, a specific vocational class may be designed to serve this type of student. These students would in no way be considered as educationally retarded, as other special education programs are already available for this purpose.

By making a special vocational course available for this specifically identified group of students, it will be possible for a school to achieve a more direct effort of ability grouping in other vocational classes which would provide for a more rapid rate of educational progress.

II. PROGRAM OF INSTRUCTION

In designing and administering the local course of instruction for students that are academically, socio-economically, or otherwise handicapped, it would be well to take into consideration and provide for as many of the following points as possible.

A. Such a course might be remedial in nature which would bring students to the level of achievement required to benefit from the school's regular vocational course offering.

B. A special effort should be made to offer the instruction in a motivated, inspirational manner which would create interest in even the most uninspired learner.

C. The variety of the occupational curriculum should be broad enough to encourage the widest range of interests and abilities.

1. Course offering can include many of the occupationally related topics designed to help students meet realistic problems in the workaday world.

2. Specific study of occupations and occupational areas of particular student interest should be included in the course offering.

3. Occupational study guides and programmed texts to fit individual interest needs should be used.

4. Maximum emphasis should be given to the development of those skills and competencies that lead to job entry.

D. All resources available in the community should be utilized to develop an appreciation for vocational competencies and the opportunity for individual advancement.

E. The importance of parental involvement in career planning of their children should be stressed with definite encouragement to improve their own socio-economic status by availing themselves with existing vocational programs.

III. MINIMUM REQUIREMENTS FOR ADMINISTRATION OF THE SPECIAL VOCATIONAL NEEDS PROGRAM

A. These classes are considered as laboratory classes, and must meet for one hour (55 minutes in the clear) or the equivalent each day.

B. Enrollees must be students that have reached their 14th birthday, who have not entered the field of employment and who are regularly enrolled in full-time day school.

1. Type of students to be served by this course:
   a) Academically handicapped;
   b) Indifferent attitude, possible school drop-outs, and
   c) Students that do not benefit from other courses because of socio-economic problems.

2. Options available to students
   a) Option #1 - offered for one year with the student privileged to move into a regular vocational program the following year.
   b) Option #2 - offered one or more years to those students not suitable for other vocational courses, with an objective of going directly into employment.

C. A school shop or laboratory suitable for the application of instruction must be available for job skills practice and competency development.

D. Within the school there shall be the opportunity for students to enroll in a regular vocational course upon the successful completion of the special vocational needs program.

E. Class size should be not less than 10 nor more than 20 students.

F. Through special individual guidance and counseling, the student shall be assisted in selecting an individual occupational objective and special individualized instruction shall be a part of the course offering.

G. Each student must have an occupational objective which is a matter of written record and retained in the local school files.

IV. QUALIFICATION OF INSTRUCTOR

A. Must hold a valid Nebraska teaching certificate

B. Must have at least two years' occupational experience other than teaching, or the equivalent of two years' experience in accumulated part-time employment.

C. Must complete course work in coordination techniques and philosophy of vocational education within at least three years after initial application for approval.

V. APPLICATION FOR ESTABLISHING A SPECIAL VOCATIONAL NEEDS PROGRAM

Applications for approval or requests for further information should be sent to the Assistant Commissioner for Vocational Education, 10th Floor, State Capitol, Lincoln, Nebraska 68509. Approval for the establishment of a special vocational needs program will be based on a survey of the needs for such a course in the local community and the willingness of the local Board of Education to provide for the particular necessities of the program.

APPLICATION AND CLAIM DATES

July 1	Applications for secondary and post secondary school programs are due in the State office.
July 5	Deadline date for all claims to be in State office for vocational expenditures made from January 1 through June 30.
October 1	Applications for equipment and adult programs are due in the State office.
November 15	Approved applications are returned to the schools from the State office, along with claim forms for the period of July 1 through December 31.
January 5	Deadline date for all claims to be in the State office for vocational program expenditures made from July 1 through December 31.
May 5	Claim forms for the period of January 1 through June 30 are mailed to the schools, along with application forms for the next fiscal year starting July 1.

SPECIAL NOTES:

(1) After the October 1 date is past, all sections in the vocational division at the State office will process applications and determine what percentage of reimbursement can be paid. Schools that do not have applications in by this time cannot be assured of reimbursement.

(2) Claim forms for equipment and adult classes will be sent when approved applications are returned to the schools. Schools may submit claims for these activities as soon as allowable expenditures have been made and the proper reports have been received in the State office. In no case, however, can claims for these activities be honored if they are received in the State office after July 5 for expenditures made in the immediate past fiscal year (July 1 - June 30).